

The City of San Pablo Community Schools Initiative

Where Community Supports Education and Education Supports Community



CITY^{OF} SAN PABLO

City of New Directions



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A New Education and Community Initiative



On November 21, 2011, the City of San Pablo City Council passed a resolution to develop a San Pablo Full Service Community Schools (FSCS) Initiative with the goal of transforming all schools in the City into Full Service Community Schools. Walter T. Helms Middle School – the hub of the San Pablo FSCS Initiative – would develop stronger connections to the elementary schools in the Helms “feeder pattern” and to Richmond High School where Helms students go for high school. These connections will align both the academic and service elements of the Initiative to promote student success, healthy and prosperous families and a healthy community.

The Helms Community School Director will work closely with the City’s Youth Services and Recreation Division, and partners to integrate both the administrative and service structures of the FSCS Initiative. Moreover, the West Contra Costa Unified School District (WCCUSD) has provided land for the City of San Pablo to construct a state-of-the-art community center on the Helms Middle School campus. The city and school district also undertook joint planning for the design of the field so as to serve the recreation and active living needs of both the school population and the larger community.

What is a Full Service Community School?

In a Full Service Community School (Community School), the school district, city, county, community and faith-based organizations, businesses, families and philanthropists form a strong, deep and transparent partnership to jointly address the identified needs of students, families and community in a comprehensive, integrated and accountable way. They share leadership, work towards a common vision and agenda, and share responsibility for results.

A Community School focuses on the needs of the whole child – physical, emotional, social and academic – to create the conditions necessary for all children to learn and be successful. Unlike traditional schools, a Community School strengthens families and communities so that they are better able to support student success. A Community School also commits to qualified and effective teachers who provide high quality instruction, high standards and expectations for all students, and a challenging curriculum.

Depending on community needs and resources, Community Schools provide a wide array of services and activities to improve educational outcomes for children.

Community School Services

- Enrichment and skill building activities for students during the regular day and in Out-of-School Time (OST)
- Family engagement activities, including parental involvement, parent leadership, family literacy, and parent education programs
- Mentoring and other youth development programs
- Community service, service-learning, and community-based learning opportunities
- Assistance for students who have been chronically absent, truant, suspended, or expelled
- Restorative justice programs
- Job training and career counseling services
- Nutrition services and physical activities
- Primary health and dental care
- Social services
- Mental health services
- Workforce investment and adult education, including English as a second language
- Community building activities
- Public safety

Why Full Service Community Schools?

Community Schools have demonstrated effectiveness in assisting students and their families to be more successful, thereby enhancing the health of communities and neighborhoods. Communities in Schools (CIS), the largest nationwide model of Community Schools, reported *“schools that fully implement the CIS Model of integrated student services have higher percentages of students achieving math and reading proficiency than did students in other schools.”* Community Schools have also been proven to make a positive impact at the local level. In Tukwila, WA the Community Schools Collaboration’s middle and high school students demonstrated increased graduation rates while decreasing absenteeism and dropout rates. In San Mateo County, CA parents’ skills and capacity to support their children’s academic success improved significantly when the Community Schools model was implemented.

Community Schools’ methods are reforming schools across the nation, bringing together cities, counties, school districts community-based and faith-based service organizations, higher education and business to improve students’ and families’ chances of success, in a coordinated and systematic way.



Research Supporting Community Schools

There is exciting momentum around full-service community schools all across the nation. Research from a broad range of arenas supports Community Schools as part of any successful school and community support effort. Notable examples include:

Taking a Whole Child Approach

» **James Comer MD, MPH**, Maurice Falk Professor of Child Psychiatry at the Yale University School of Medicine's Child Study Center: Promotes the collaboration of parents, educators and community to improve social, emotional and academic outcomes for children that, in turn, helps them achieve greater school success.

medicine.yale.edu/childstudy/index.aspx

» **Bonnie Benard**: Resiliency, the ability to triumph over adversity, is an innate human characteristic. Benard emphasizes three protective factors that schools need to promote: caring relationships, high expectations, and opportunities for participation. [*Fostering Resiliency in Kids: Protective Factors in the Family, School and Community, Portland, OR: Northwest Regional Educational Laboratories, 1991.*]

» **Milbrey McLaughlin, EdD**, Founding Director of the John W. Gardner Center for Youth and Their Communities Youth: Development and the role of community organizations and school-community partnerships.

gardnercenter.stanford.edu

Expanded Learning Opportunities

» **After-School Field**: Participation in after-school programs has been linked to better school attendance, better grades and test scores, more positive attitude towards school work, higher aspirations for college, better work habits, better interpersonal skills, and reduced drop out rates. www.niost.org and www.hfrp.org

» **Reginald Clark**: How students from disadvantaged circumstances use their time out of school is an important predictor of their academic success. Clark identified high-yield learning activities that include: discussions with knowledgeable adults; leisure reading; writing activities; homework help; helping others; and games utilizing cognitive skills. [*Critical Factors in Why Disadvantaged Children Succeed or Fail in School, New York, NY: Academy for Educational Development, 1988*]

- » ***National Summer Learning Association:*** Research shows that unequal access to summer enrichment opportunities, and the resulting summer learning loss, accounts for half of the achievement gap by 9th grade.
www.summerlearning.org

Parent Involvement

- » ***Anne Henderson and Karen Mapp,*** from the National Center for Family and Community connections with Schools at the Southwest Educational Development Laboratory: Found comprehensive benefits when family members become participants in their children's education and lives. Benefits include improved academics and school attendance, decreased risk taking and stronger social skills, increased graduation and postsecondary attainment, increased leadership and self-efficacy, and higher quality schools. www.sedl.org
- » ***Joyce Epstein, PhD,*** from the Center for Social Organization of Schools at Johns Hopkins University: created a typology of parent involvement which includes: communication; volunteering; learning at home; parenting; decision making; and collaboration with the community.
www.jhucosos.com

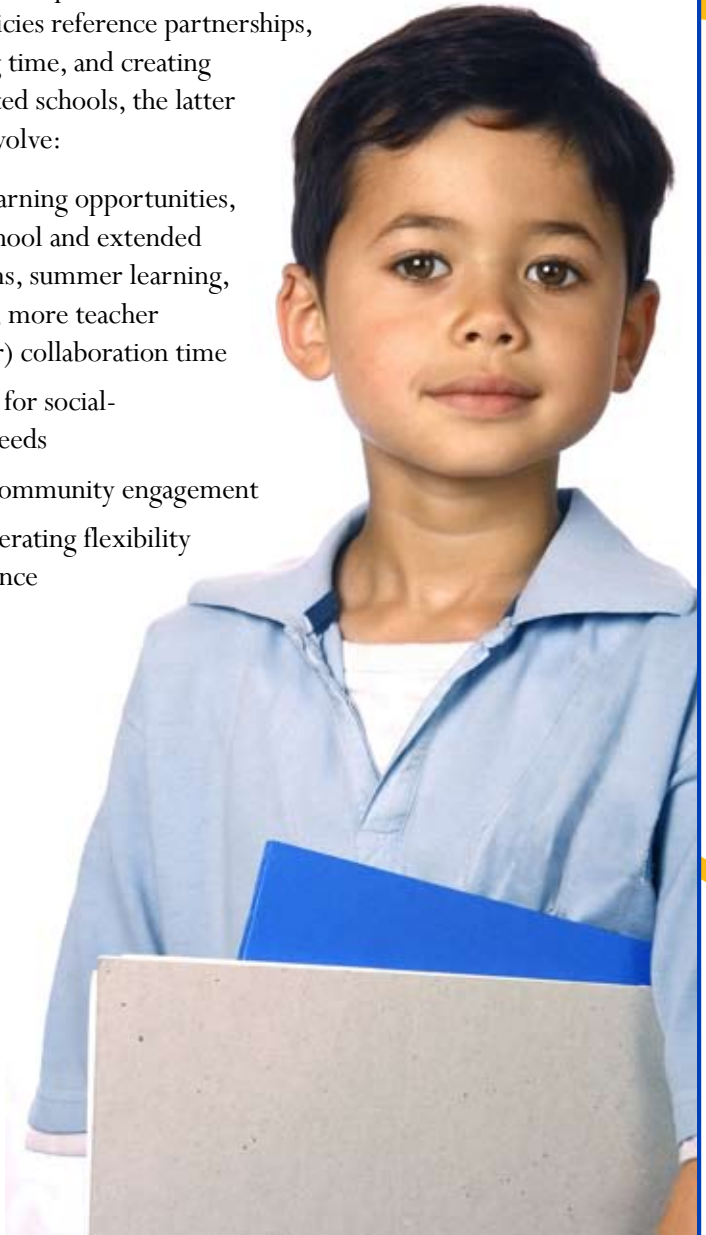
School Improvement

- » ***Organizing Schools for Improvement:*** Lessons from Chicago by Bryk, Sebring, Allensworth, Luppescu, and Easton – Identified 5 essential and interconnected supports that contributed to improved student and school performance, taking into consideration the social context of the school: school leadership, professional capacity of faculty, family and community ties, student-centered learning climate and a coherent instructional plan. www.press.uchicago.edu
- » ***Present, Engaged & Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*** by Chang & Romero – Highlights the significant impact of chronic absenteeism on student success, and the need and opportunity for early intervention.
www.nccp.org

School Reform Agenda

President Obama's Blueprint for Reform, Race to the Top guidelines, and School Improvement Grants all include significant emphasis on elements of a community schools approach. In addition to reforms in leadership and instruction, the Department of Education's school reform policies reference partnerships, expanded learning time, and creating community-oriented schools, the latter two specifically involve:

- » Expanded learning opportunities, e.g. after-school and extended day programs, summer learning, enrichment, more teacher (and partner) collaboration time
- » Partnerships for social-emotional needs
- » Family and community engagement
- » Increased operating flexibility and governance



Why Full Service Community Schools in San Pablo?

The History of San Pablo Changing Community, Changing Strengths

For thousands of years before the modern history of San Pablo began, Ohlone Indians lived in a village called “Huchiun” between the two creeks now named Wildcat and San

San Pablo has a long and rich history involving cultures and peoples from all over the world.

Pablo. In 1815, Spanish missionaries and settlers established Rancho San Pablo on the opposite coast (“Contra Costa” in Spanish) of the bay from San Francisco to raise cattle and food for the mission. Rancho San Pablo was the first permanent non-Indian settlement in all of what is now Contra Costa County.

The Gold Rush and the annexation of California in 1850 by the United States brought drastic changes to San Pablo. A stage route from San Francisco and Oakland to Sacramento ran along the road we call San Pablo Avenue today. American ranchers and farmers bought portions of the old Rancho. Many of the new ranchers were new immigrants, primarily from Portugal, but also from Chile, Germany, France, and China. A large camp of Chinese shrimp fishers lived along the edge of San Pablo Bay in the late 1800s. A few African-Americans lived in the area, as well as descendants of the Spanish/Mexican ranch owners and workers.

By the 1900s, a small town of San Pablo was firmly established, and a school was built there for children from nearby ranches. The principal of this school was Walter T. Helms, after whom Helms Middle School is named. A number of property owners near downtown San Pablo subdivided their farm land for housing tracts during the first decade of the 20th century.

During World War II, San Pablo mushroomed from 2,000 to 25,000 residents as people came from all over the United States to work in the Richmond Shipyard. Many African Americans came from the South, and established the first sizable black community in the City. Many of San

Pablo's characteristically tiny homes were built quickly during the war, intended as temporary housing for shipyard workers.

After the war, San Pablo became an incorporated city in 1948. In the 1950s, public works projects paved the streets, added sidewalks and installed streetlights. Playgrounds were opened, a hospital was built, Contra Costa College opened, and shopping centers replaced wartime housing.

San Pablo has seen continual shifts in its population over the past several decades. When the shipyard jobs closed in the 1970s, many people left the area in search of new employment. New populations of immigrants from Latin America and Southeast Asia have moved into the area looking to create opportunities for themselves and their families. *(History from the City of San Pablo: ca-sanpablo.civiccities.com/index.aspx?NID=943)*

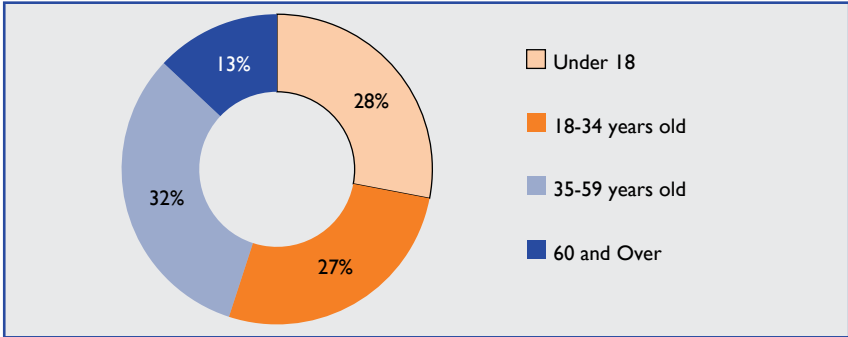
San Pablo Today

Over time, San Pablo has remained a diverse and vibrant city. The relatively young city has just under 30,000 residents. Almost half of our residents were born outside of the US with two-thirds of residents speaking a language other than English at home. Over a quarter of residents are under the age of 18. San Pablo is a city that struggles with low educational attainment, poverty, and crime. Over one third of our residents over the age of 18 are not high school graduates and many have only an elementary school education. The 18.8% unemployment rate is very high, and the per capita income, \$17,286, is low compared to the high cost of living expenses in the Bay Area. The rate of (non-fatal) assaults of 71.1 per 100,000 is almost double the County rate and over a third of all juvenile arrests are for felony offenses. *(U.S. Census 2010)*

Age

The median age in San Pablo is 31.6, an increase from 29.5 in 2000. While the median age has increased, it is still significantly below the median age of Contra Costa County (38.5). Children under the age of 18 make up 28% of San Pablo's residents. (*U.S. Census 2010*)

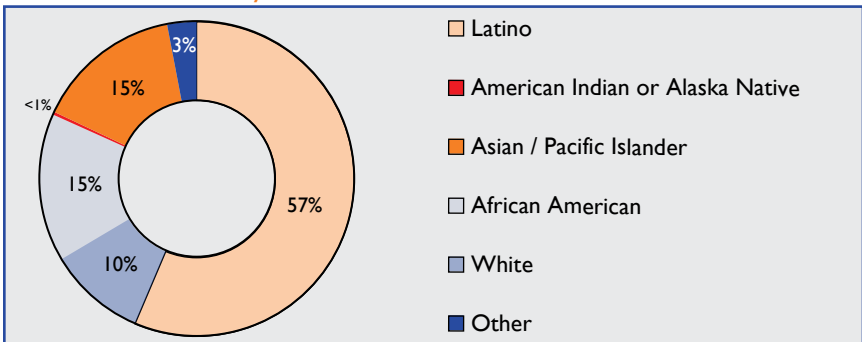
San Pablo: Age



Race/Ethnicity

San Pablo has a majority Latino population that grew from 45% of residents in 2000 to 57% in 2010. This makes San Pablo unique in Contra Costa County where the overall Latino population is less than 25%. (*U.S. Census 2010*)

San Pablo: Race/Ethnicity



Nativity and Language

Almost half (45%) of San Pablo residents were born outside the U.S., mostly from Latin America (67%) or Asia (28%). Over 71% of San Pablo's residents speak a language other than English at home, primarily Spanish. (U.S. Census 2000/2010)

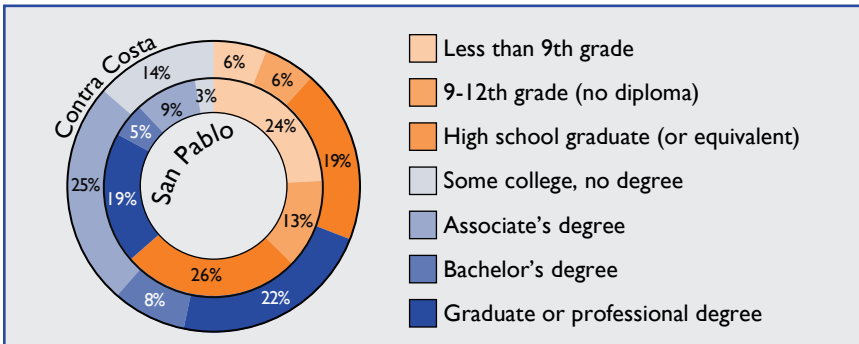
Community schools provide parents with more skills through job training, parenting workshops, language acquisition, healthy living, etc.

Educational Attainment

Educational attainment is a primary predictor of future earnings and parental education levels are correlated to the academic success of their children. More than 37% of San Pablo residents have not completed high school, 26% are high school graduates, and only 17% of San Pablo residents have a post-secondary school degree versus 47 % of all County residents. (U.S. Census 2010)

Community Schools promote, encourage, and support parent participation in student learning.

San Pablo: Educational Attainment



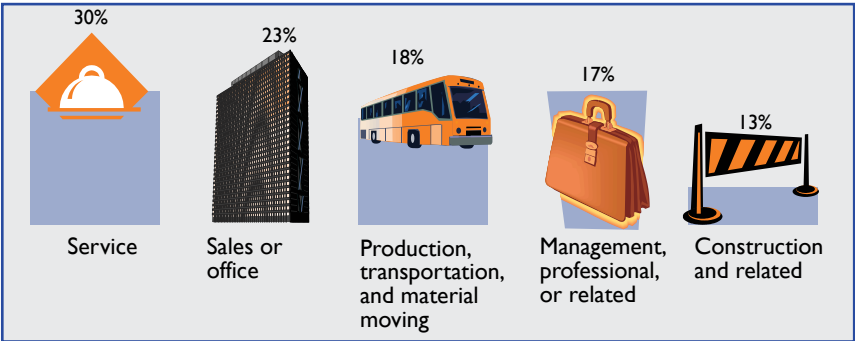
Economic Data

The manufacturing jobs of the World War II era are largely gone, and currently unemployment is high at 18.8%, more than double the county-wide rate of 9%. Likewise, the per capita income in San Pablo of \$17,286 is low and significantly less than the median family income of \$36,667 in Contra Costa County. The majority of San Pablo residents have jobs in low-paying industries. Service occupations account for almost a

Community schools foster partnerships with agencies, businesses, and civic organizations that lead to families having a greater awareness of and access to services.

third of all jobs, while management and professional jobs constitute less than 17%. Many residents of San Pablo struggle economically.
(California Employment Development Department: Nov., 2011 and Census 2010)

San Pablo: Workforce by Industry



Housing Characteristics

San Pablo has 9,522 housing units of which 10% are vacant. Of San Pablo's 9,522 housing units 48% are renter occupied. This 52% ownership rate is significantly less than Contra Costa County's rate of 67%. (*U.S. Census 2010*)

Health

San Pablo children and youth face significant health concerns, including a childhood asthma rate of 21.5/100,000 in contrast to the county-wide rate of 16.1/100,000. Hospitalization for children with asthma from San Pablo constitutes 9% of all county cases, though San Pablo represents less than 3% of the county's population. San Pablo's three-year teen birth rate is 67.4/100,000, nearly three times the county-wide rate of 23.5/100,000. Obesity, a risk factor for heart disease, diabetes, and several forms of cancer, is high – with 22% of all San Pablo residents considered obese and an additional 31% overweight. (*Contra Costa County Department of Public Health 2010*)

School-based Health Clinics represent an important component of full service community schools. Hearing and vision problems are identified earlier to prevent learning disabilities down the road.

About Our Schools

Compared to other school districts of its size, WCCUSD has the lowest Academic Index Performance (API) score in the state. Accordingly, San Pablo schools' and students' academic outcomes are among the lowest in California. (*California Department of Education: DataQuest*)

San Pablo students encounter many challenges in and out of the classroom that limit their ability to succeed academically. They are challenged by cultural disconnection, poverty, unaddressed health needs, transiency, unsafe community and school environments, and under-resourced schools resulting in low academic rigor. Many of our students are not proficient in English, and many fail to graduate from high school.

Community Schools can help address these challenges in our City and create positive learning conditions for students to achieve academically.

Full Service Community Schools Results

- Enrichment and skill building activities for students in regular day and Out-of-School Time (OST) programs
- Improved and regular school attendance
- Improved student academic engagement and achievement
- Increased student and family civic engagement
- Students who are physically, emotionally, and mentally healthy
- Families who are involved and supportive of their children and their education
- Safe schools in communities that are desirable places to live
- Schools, families, and communities working together

San Pablo Schools

San Pablo children and youth attend schools within the West Contra Costa Unified School District which also serves students from the cities of Richmond, El Cerrito, Pinole, Hercules, and the unincorporated areas of Bayview-Montalvin Manor, East Richmond Heights, El Sobrante, Kensington, North Richmond, and Tara Hills. The majority of San Pablo's

children attend five elementary schools (Downer, Dover, Bayview, Lake, Riverside) and Helms Middle School located in San Pablo. Many students who attend Ford, Peres, and Verde

Elementary Schools in Richmond eventually enroll at Helms Middle School, and almost all Helms graduates attend Richmond High, Leadership Public Schools-Richmond or Middle College.

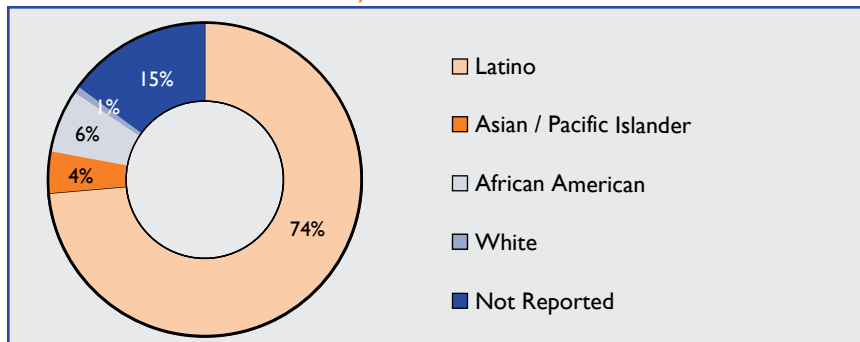


Characteristics of students attending WCCUSD schools in San Pablo

Race/Ethnicity

In San Pablo, 3,675 children and youth attend the six targeted WCCUSD schools. Almost 74% of these students are Latino. (*California Department of Education 2011-12*)

San Pablo Students: Race/Ethnicity



Families

In San Pablo, 3,545 households include children and youth under the age of 18. One-third of these are single-parent homes with single mothers representing 70% of total single-parent households. (*U.S. Census 2010*)

Poverty

In 2010, 18% of all San Pablo families and 24% of families with children reported a household income below the federal poverty level. In contrast, only 7% of Contra Costa County families are living in poverty. Among single-female households in San Pablo, 41% are living in poverty, and 58% of single female households with children under 18 are living in poverty. (*U.S. Census 2010*)

An estimated 29% of San Pablo's children under 18 are living in poverty, more than double the percentage for Costa Contra County (16%). Over 90% of students attending San Pablo public schools were enrolled in the USDA Free/Reduced Meal Program (FRMP) in the 2010-2011 school year compared to 68% of WCCUSD students overall. The FRMP is a more accurate indication of poverty because it includes families who are above the official federal poverty line yet are still struggling to provide the basic necessities for their children. (*California Department of Education 2011-12*)

English Proficiency

English language learners (ELL) students face significant challenges to academic success and graduation as they must learn a new language while attempting to learn academic subject matter. Over 63% of students enrolled in San Pablo public schools are identified as ELL, compared to 34% in WCCUSD as a whole. Approximately 89% of the ELL students in San Pablo schools speak Spanish at home. Other languages spoken by ELL students include various Filipino languages, Vietnamese, Mien, Arabic, and Cantonese. Sixty three percent of all San Pablo ELL students are in Structured English Immersion Programs.

(California Department of Education 2011-12)

Community Schools, through the use of out-of-school time, strengthen the language skills of English language learners increasing reading and math scores.

Truancy

A truant, as defined by the WCCUSD, is a student who has had more than three unexcused tardies or absences. Truancy issues are of a growing concern as it undermines children's academic success. Truant students are significantly more likely to have lower academic performance and to drop out of school compared to students who attend school regularly. Fortunately, the majority of San Pablo schools, along with Peres, Verde, and Ford elementary schools in Richmond, have truancy rates below WCCUSD's average rate of 68%, while Helms and Richmond High have higher rates of at least 80%. *(West Contra Costa Unified School District 2010-11)*

Community Schools improve school attendance, which results in significant increases in academic achievement.

Crime and Safety

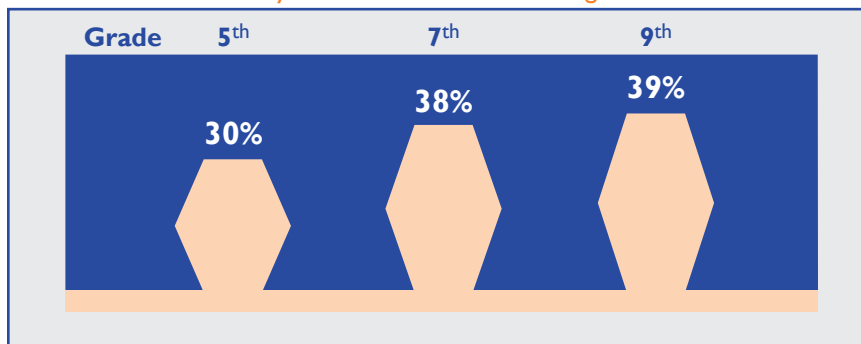
Suspensions are another way that students miss school. While some schools have almost no suspensions (Dover, Ford, Lake, and Verde Elementary Schools), nearly half of the suspensions at Helms Middle School and Riverside Elementary are related to violence or drugs. At Bayview, Downer, and Riverside Elementary Schools, three quarters of the suspensions were related to violence or drugs.

Community Schools support students' social-emotional needs and prevent drug use, violence, and gang involvement.

High crime rates also directly impact schools and children. Studies have shown that youth exposure to community violence is associated, over a one-year period, with an increase in aggressive behavior, depression, lower

self-esteem, higher anxiety, lower school performance and increased absences from school. On the 2009 California Healthy Kids Survey (CHKS), fewer than 6% of 9th and 11th graders in WCCUSD strongly agreed with the claim, “I feel safe in my school.” Disruptive and destructive student behavior affects the entire school community and undermines student academic achievement. (*California Healthy Kids Survey 2009*)

San Pablo Schools: “Have you seen another kid with a gun or knife at school?”



Transiency

Students who change schools frequently fall behind in their studies and are more likely to repeat a grade. High student mobility correlates with lower student achievement and lower test scores, even in schools with strong educational programs. More than half of WCCUSD 5th grade CHKS respondents reported moving at least once during the 2008-2009 academic year.

Community Schools reduces transiency by making communities more stable and desirable places to live.

Nutrition and Physical Fitness

According to the CHKS, only 56% of WCCUSD high school students eat breakfast daily. While three out of four respondents eat some fruits and vegetables daily, at least two out of three students surveyed drink soda and eat fried potatoes (e.g. french fries, hash browns) at least once a day.

The six-part Healthy Fitness Zone test measures student levels of fitness and corresponding defense against diseases that are associated with inactivity. Within the San Pablo schools, only 17% of 5th graders passed all six Healthy Fitness Zone criteria. No more than 65% of 5th, 7th, and 9th graders were able to pass the aerobic capacity portion of the test.

Poor eating habits and low fitness levels can impact a student's academic success. Healthy students are absent less frequently from school and able to participate more fully in school and extracurricular activities. (Quendler 2002)

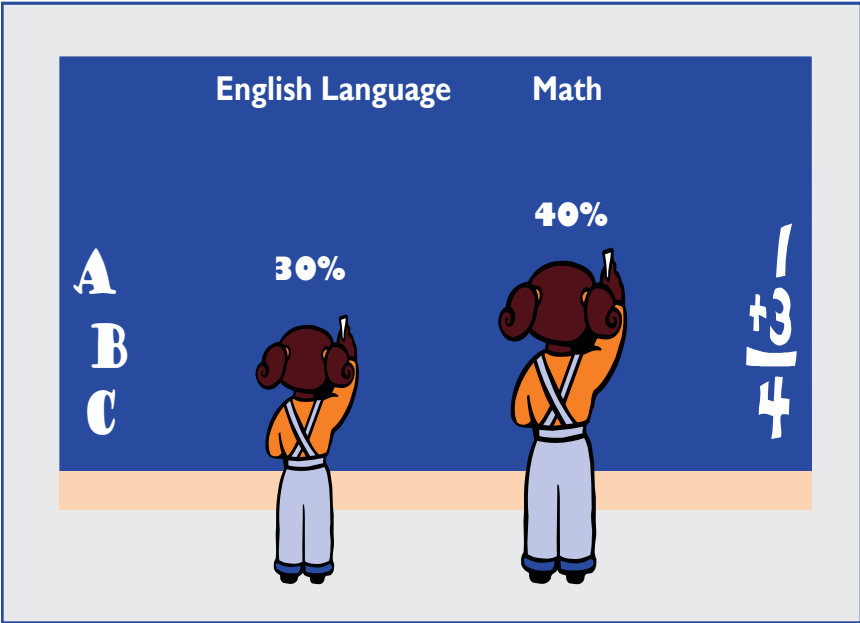
School Performance

The Academic Performance Index (API) is a single number from a low of 200 to a high of 1,000 that reflects a school's performance level based on statewide testing. WCCUSD continues to be one of the underperforming school districts in the State of California. During the 2009-2010 academic year, WCCUSD's API score was in the bottom ten percent of all school districts in the state and was the worst performing school district in the Bay Area. Despite small improvements, at four of the five elementary schools and middle school San Pablo schools have some of the lowest API scores in WCCUSD.

Community Schools lead to healthier students through the creation of physical fitness programs and health partnerships.

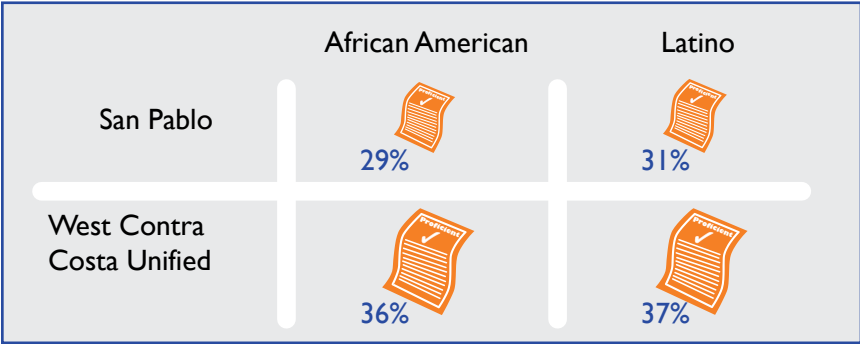
San Pablo students are not meeting individual expectations. Less than half of all students performed proficient or above in English Language Arts and Math on the California Standards Test (CST).

San Pablo Schools: English Language and Math Proficiency



Disparities in academic performance by race and ethnicity appear at a young age and continue throughout high school. Not only do African American and Latino students score lower on the CST in English proficiency compared to the district average, their scores are significantly lower if they attend a San Pablo or Richmond school.

San Pablo Schools:African American & Latino English Language Proficiency



San Pablo Full Service Community Schools

Where Community Supports Education and Education Supports Community

Our Guiding Principles

The San Pablo Full Service Community Schools Initiative is guided by the following principles.

- Providing adequate, quality opportunities and support to educate the whole child is a shared responsibility of the school district, family, local government, service providers, faith based organizations, higher education and the business and philanthropic communities.
- The development of a community that shares a vision, purpose, practices, and responsibility is paramount to student, family and community success.
- Effective partnerships are intentional, inclusive, and collaborative in nature.
- Our work emerges from the whole and from the sum of all its parts. The diversity within the individual parts strengthens mutual respect and builds a collective, integrated culture.
- It is the responsibility of the community and all stakeholders to create a physically and emotionally safe environment so that our children and youth can thrive.
- Developmental assets are the positive values, relationships, and experiences that children and youth need to thrive. The Search Institute's youth development, strengths-based model will be integrated into the joint work we do with children and youth.

Our Values Statement:

The values that drive the San Pablo Full Service Community Schools Initiative are shared responsibility, shared leadership, and full community engagement and participation. We believe in intentional, effective high quality services that are culturally relevant and equitable for all within our diverse community.

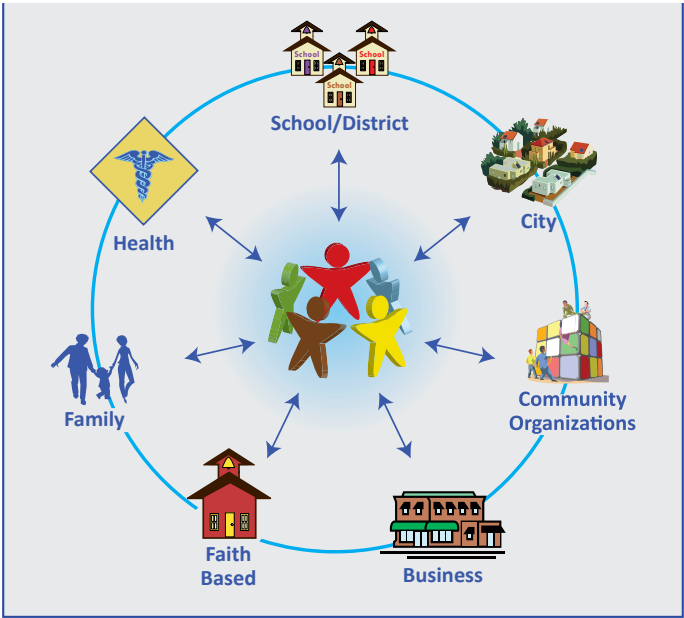
Our Long Term Goals

The City is committed to working with the District and other partners & stakeholders in the following areas to develop our long term goals:

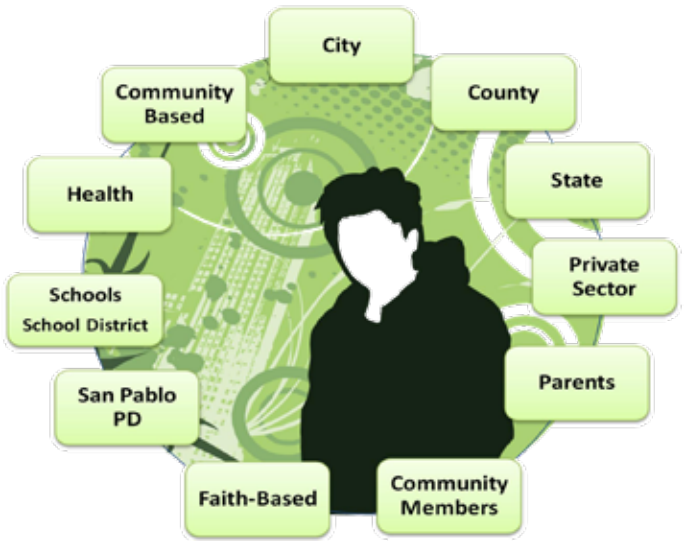
- Academic achievement
- Health, safety social services
- Youth and community development
- Parent and community engagement

The City of San Pablo's Youth Services Division is aligned philosophically and programmatically with the San Pablo Community School initiative.

Circle of Support: San Pablo Full Service Community Schools

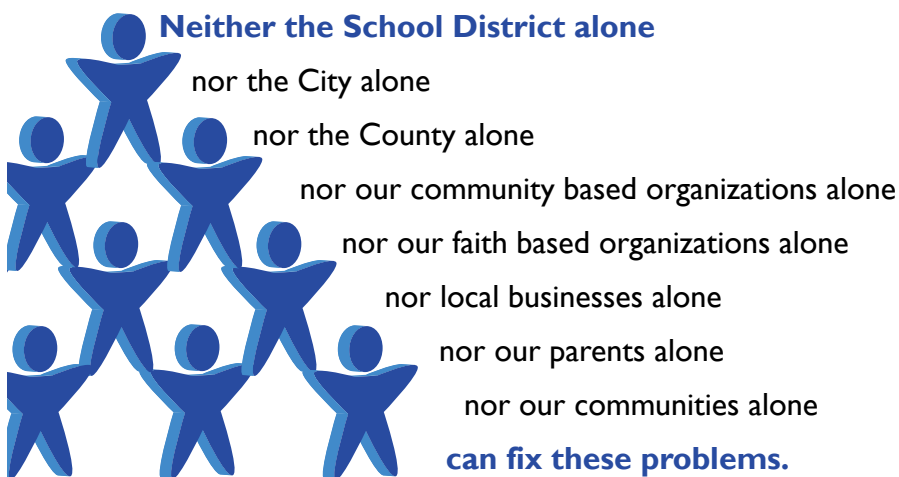


Circle of Support: San Pablo Youth Services



San Pablo Full Service Community Schools

Where Community Supports Education and Education Supports Community



The performance of our students and the future of our City is the responsibility of all of us.



Full Service Community Schools: A Solution We Create Together

Community Schools bring communities together to support success in school and beyond.



Appendix A: Resources

The Coalition for Community Schools brings together local, state and national organizations that represent individuals and groups engaged in community schools. Their website is the best source for policy updates and they have a number of useful tools including: Making the Difference: Research and Practice in Community Schools; Growing Community Schools: The Role of Cross-Boundary Leadership; and Community & Family Engagement: Principals Share What Works.

www.communityschools.org

The Center for Strategic Community Innovation's (CSCi)

Community Schools Project provides a broad range of planning and implementation support and technical assistance for Community School efforts. A comprehensive Self-Assessment of Community School Development is available on the CSCi website. Drawing on years of experience and research from around the country, the Self-Assessment provides teams with a framework and rubric for assessing the status of their development under each of the Coalition's Five Conditions for Learning. www.ccinnovation.org

California Center for Community-School Partnerships (CCSP)

at UC Davis is designed to provide training and technical services to local partnerships. Their Community School Partnership Toolkit provides information, forms, check lists and other useful tools necessary to build a community school partnership initiative. ccsp.ucdavis.edu

The Children's Aid Society (CAS) has partnered with public schools in New York City to promote students' learning and development through community schools. The CAS website offers a wide array of resource materials that document the experiences gained from its local and national community schools work. www.childrengroups.org/communityschools

Community Schools in Action: Lessons of a Decade of Practice,

Edited by Joy G. Dryfoos, Jane Quinn, and Carol Barkin [2005] This book presents the Children's Aid Society's approach to creating community schools.

Community Network for Youth Development (CNYD) purpose is to shape a world where all young people thrive supported by communities that help them develop their full potential. www.cnyd.org

Harvard Family Research Project strives to increase the effectiveness of public and private organizations and communities as they promote child development, student achievement, healthy family functioning, and community development. www.gse.harvard.edu/~hfrp/

Inside Full-Service Community Schools, Joy Dryfoos and Sue Maguire [2002] is a highly practical, real-world guide with a unique local-national perspective.

John W. Gardner Center for Youth and Their Communities (JGC) has been a leader in developing programs and strategies that increase youth engagement, and youth leadership. Though collaboration with the Coalition for Community Schools, JGC is developing the Community Schools Evaluation Toolkit that will support community school efforts to reflect on how to measure success towards their performance and implementation goals. jgc.stanford.edu

National Institute on Out-of-School Time (NIOST) at the Center for Research on Women at Wellesley College, has successfully brought national attention to the importance of children's out-of-school time. www.wellesley.edu/WCW/CRW/SAC/index.html

Partnership for Children and Youth helps schools in low-income communities successfully access public funding for critical support programs for students and their families. www.partnerforchildren.org

Appendix B: Six Conditions of Learning

The National Coalition for Community Schools has outlined Six Conditions for Learning which are recognized as a guide in the Community School field.

1. Early childhood development programs are available to nurture growth and development.
2. The school has a core instructional program with qualified teachers, a challenging curricula, and high standards and expectations for students.
3. Students are motivated and engaged in learning—both in school and in community settings, during and after school.
4. The basic physical, social, mental and emotional health needs of young people and their families are recognized and addressed.
5. There is mutual respect and collaboration among families and school staff.
6. Community engagement, together with school efforts, promotes a school climate that is safe, supportive and respectful, and connects students to a broader learning community.



Appendix C: Developmental Assets

We believe that all children and youth in San Pablo should have the necessary skills to be caring, responsible, successful adults. The Search Institute has identified 40 Developmental Assets that are common sense, positive experiences and qualities that help influence choices made by young people. Research shows that the more assets young people have, the less likely they are to engage in a wide range of high-risk behaviors and the more likely they are to thrive.

The 40 Developmental Assets are broken into external and internal assets that fall into eight categories.

External Assets

- Support
- Empowerment
- Boundaries and Expectation
- Constructive Use of Time

Internal Assets

- Commitment to Learning
- Positive Values
- Social Competencies
- Positive Identity

Each Asset has an indicator for the four stages of childhood

- Early Childhood (ages 3-5)
- Grades K-3 (ages 6-9)
- Middle Childhood (ages 8-12)
- Adolescents (ages 12-18)

The complete list of 40 Developmental Assets and their indicators are available from the Search Institute (www.search-institute.org).



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